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ing region of our country. Pictures of woolen mills, spinning and weaving machinery. Markets of the winter season. Transportation of fruits and vegetables from Florida and California. Comparison of average temperature of Chicago weather with temperature of the hothouse; with average temperatures of the fruit-growing regions, Florida, Cuba, California.

Literature.—Continuation of the Bible stories of shepherd life, Abraham, Isaac, Jacob, Joseph, and David. Twenty-third Psalm. *Robinson Crusoe*. *The Jungle Book* (to be read aloud at luncheon time). Selections from the *Child's Garden of Verses*. Fairy tales.

Mathematics.—Telling of time. Table of time. Thermometer. Counting by twos, fours, fives, tens, and threes, as it is involved in the occupations of school. United States money. Keeping of school accounts. Notation of the decimal system. Addition. Subtraction—all to be taught when needed for the carrying on of the problems of the school work.

THIRD GRADE.

GUDRUN THORNE-THOMSEN.

Cooking.—Rice, tomato, pea, and celery soups; chicken blanquette, and chicken soup; breakfast foods; bread, corncake.

The bread and corncake will this time be made from the flour which the children themselves have made.

The cooking introduces the child to laboratory methods, gives him an opportunity to observe cause and effect, and, most important of all, allows him to experience the joy of producing something of value to the community.

There is, of course, no set method of work. Sometimes the recipe is dictated to the children and they try to follow it step by step, learning sometimes to their dismay that inattention here gives sorry results. At other times, the children by means of experiments, and with the help of questions and suggestions from the teacher, work out the recipe.

A close record is kept of the children's questions and suggestions, since they give a clue to the subject-matter which may be studied with greatest benefit.

In the cooking, as in all other work, when the child is acting freely and independently, the teacher has the greatest possible opportunity for a close study of her pupils, for in such work they display their individual characteristics and the natural movement of their minds.

At the end of the quarter the children will prepare a lunch for their mothers.

Subject-matter related to the cooking:

History.—The farm study of the autumn quarter to be continued. As an outgrowth of the study of the one farm which the children visited, they will consider a typical farm and the beginnings of a farming community. This

will include the life of a family of farmers moving from the East and settling in the Northwest. (1) Breaking up from the old home. (2) What may be taken along. (3) Modes of travel. (4) The journey. (5) The site chosen for the new home. (6) Building a home. (7) The first work in cultivating the land. (8) The settling of other farmers in the neighborhood. (9) A market for the farm products. Stories of early settlers in the West.

Geography.—During the autumn quarter the children observed the river valley wherever it could be seen on their field excursions. Following these observations, a study of the Mississippi valley will be begun. Relief maps, quickly molded sand maps, pictures, and descriptions will be used. Points for study: Slopes of land, general slope of the whole basin. The water parting. Character of the land in the different parts of the basin. Where is the country most suitable for agriculture? How does the fertile soil happen to be located where it is? The overflow of the river; cause and effect of the same, illustrated in the laboratory. The river as a means of communication. Obstructions in the river. Delta.

Reading.—Carpenter's *North America*, chaps. XVII–XIX.

REFERENCES: See Miss Baber's list in article on "Geography in the Elementary School," winter quarter.

Science—study of starch.—Potatoes are grated, stirred in water, and squeezed through cheesecloth. The water is allowed to stand until the starch settles to the bottom; the water is then poured off and replaced with clean water. The starch is stirred up and washed again until it is clean. This starch will be boiled and used in starching cloth. It will also be tested with iodine. Starch is made in this way by farmers in many parts of Europe. The water which is poured off boiled rice may be tested in the same way.

Mix with water a small amount of corn meal, of oat flour, and of rye flour. Compare the doughs thus formed with that made from wheat flour.

Into 100 grams of flour stir slowly 50 cc. of water. After it is thoroughly mixed take the dough into the hands and work it until it is smooth and elastic; then wash it with water. Change the water when necessary and continue the washing till the water remains clear. The elastic mass left in the hands is gluten. Bake some of this gluten.

Pottery.—The making of dishes for the play-room. Visits to the Field Columbian Museum, the Art Institute, and to pottery stores and shops.

Subject-matter related to pottery:

History.—Early methods of cooking. Primitive dishes—stone, shell, bone, etc. The discovery of pottery; the development of the art; the potter's wheel. A potter will make different vessels on the wheel for the children.

Literature.—"Story of Palissy;" "The Potter;" "The Porcelain Stove."

Field work.—Record of daily observations on the weather. Painting pictures of the landscape to show change in coloring. Study in temperature,

the average temperature for each month being noted. Snow; freezing. Effect of cold on plant and animal life.

Gymnastics.—For exercises and games see Mr. Kroh's outline.

History.—Early Norse training: story of King Olaf Trygvesson. Character of country; running, spear-throwing, swimming, rowing, jumping, sailing, commanding a crew. Winter sports of Norway. Amount of snow; length of day and night. Ski, skates, sleds, sleighs.

Reading and study of "Ulysses" continued.

Special day exercises. Washington's and Lincoln's birthdays.

The third grade will study the boyhood of Lincoln. The Lincoln family moving from Kentucky to Indiana. Abraham's work in building the house, clearing the fields, his farm work. Learning to read and write. The children will make large pictures of incidents of Lincoln's childhood. They will read the stories themselves, then select those which they wish to tell to the school. These they may write and illustrate.

SIXTH GRADE.

OUTLINE OF WINTER QUARTER.

MARY REED.

History.—The work of the quarter will be the Revolution, and this will be studied with special reference to the industrial relation of England to her colonies, her prohibitory laws, and their direct result in bringing about the War of Independence.

I. The period of struggle for independence: (1) Status of affairs in the colonies at close of French war; restriction of commerce and industries by Great Britain; friction between governors and assemblies over war taxes; growing sense of power through colonial union. (2) Stories of the War of Independence grouped about (a) Boston, (b) New York, (c) Philadelphia, and the South. (3) Stories of patriots: Washington, Adams, Hamilton, Franklin, Greene, Ethan Allen, Israel Putnam, Paul Jones. (4) Questions unsettled at close of war; industrial and commercial relations with Great Britain; the matter of boundaries; relations with the Indians.

II. Comparison of industries at the beginning of the Revolution and the period immediately following: lumbering, ship-building, fisheries, commerce, textile and iron manufacture, building.

Literature—I. Oral reading: Longfellow, "Paul Revere;" Read, "Rising of 1776;" Longfellow, "Building of the Ship;" selections from Patrick Henry's orations and Washington's addresses.

II. Supplementary reading: Scudder, *George Washington*; *Braddock's Defeat*, "Heart of Oak" series; Hawthorne, *Grandfather's Chair*; Holmes, *Ballad of the Boston Tea Party*; Goss, *Life and Letters of Paul Revere*; Holmes, *Grandmother's Story of Bunker Hill Battle*; Franklin, *Autobiog-*